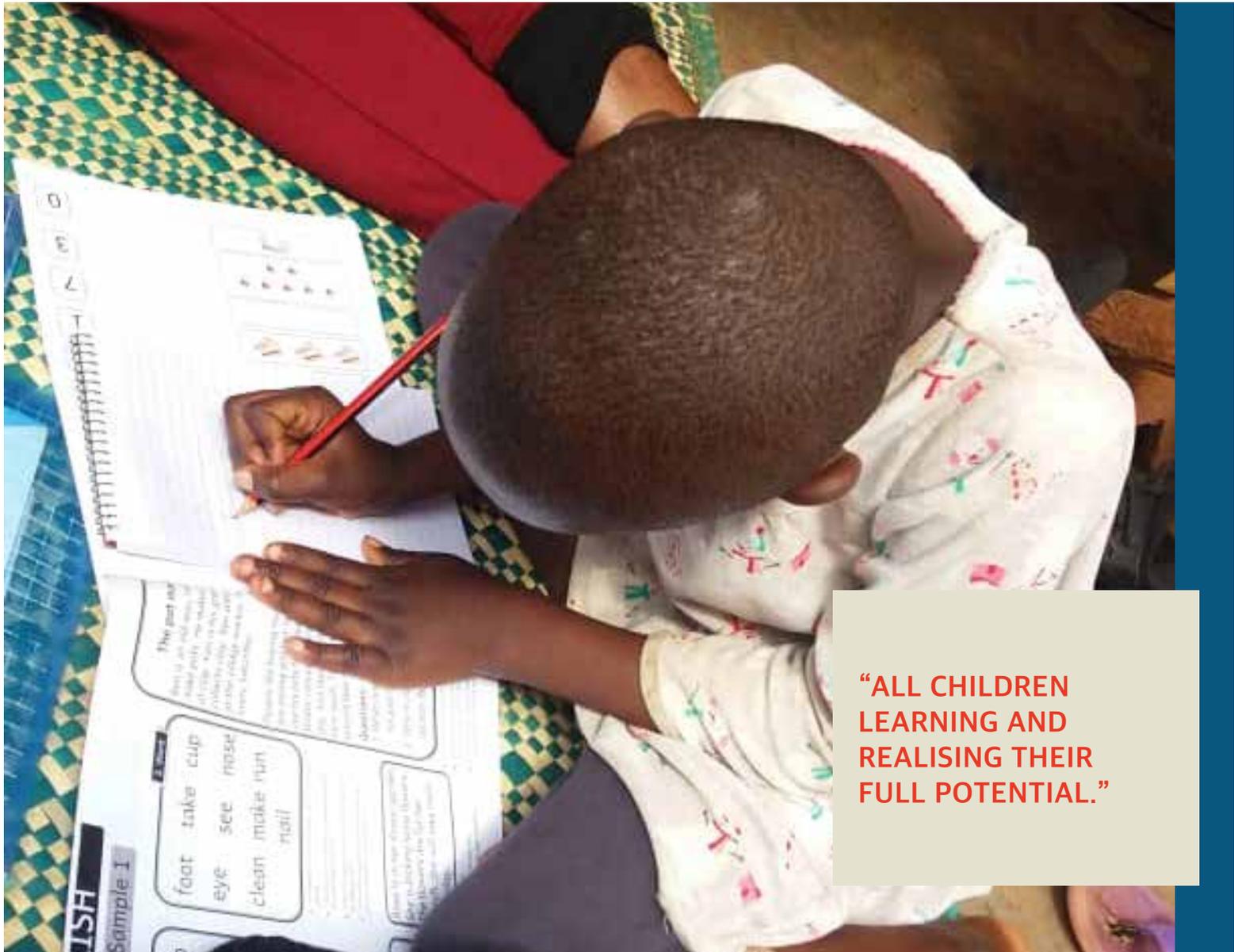


# NEWSLETTER

UWEZO UGANDA NEWSLETTER – ISSUE NO. 3, SEPTEMBER 2020



**“ALL CHILDREN  
LEARNING AND  
REALISING THEIR  
FULL POTENTIAL.”**

## WELCOME TO THE 3RD ISSUE OF OUR NEWSLETTER!

This is Uwezo Uganda’s September Newsletter, our 3rd issue! As always, we are honoured that you have taken time to see this month, thank you. Despite the times, we have been playing our part, as safely as we can, in promoting equitable quality education in Uganda. Herein you’ll find insights on how we’re doing exactly that. We look forward to you catching

up on all of our activities, including our presentation on the implications of a dead academic year. Welcome!.

Mary Goretti Nakabugo, PhD  
Executive Director, Uwezo Uganda  
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# NEWS UPDATES

## UWEZO UGANDA WEBSITE IS LIVE!

Uwezo Uganda has developed a one stop information website with an aim of boosting the communication and advocacy goal.

The website will give firsthand insights to our latest projects, latest news, assessment reports, detailed datasets, and activities from our partners, as well as pictures from our projects. To access our website, follow this link: [www.uwezouganda.org](http://www.uwezouganda.org)



## PRESENTATION AT A ROTARY FELLOWSHIP

Our Executive Director was hosted as a guest speaker at the Rotary Club of Kampala Sseese Islands on the 17th of September where she presented insights on the implications of a dead academic year, and what can be done in the meantime. Please find the full presentation [here](#).

A Zoom meeting banner for a Rotary Fellowship presentation. The banner features the Rotary Club of Kampala Sseese Islands logo and the text 'Rotary Opens Opportunities'. The main title is 'AN ACADEMIC DEAD YEAR: What are the Implications?'. The guest speaker is Dr. Mary Goretti Nakabugo, Executive Director of Uwezo Uganda. The presentation is scheduled for Thursday, 17th Sept 2020. The Zoom meeting details are: Time: 6:00PM, Zoom fellowship ID: 854 6792 1898, Password: 195864. The banner also includes the Rotary Club of Kampala Sseese Islands - RCKSI logo and the Twitter handle @RCKSI.

## UWEZO UGANDA ACTIVITIES

### SCHOOLS 2030 HUMAN CENTERED DESIGN INITIATIVE DOCUMENTATION PROCESS

In partnership with the Aga Khan Foundation, Uwezo Uganda undertook Phase 1 of the documentation process of the Schools2030 Initiatives with 12 stakeholders in Kampala and Arua.

Phase 1 which is the 'Problem Identification' step in the process seeks to establish a firsthand understanding of human needs through educators, learners and other stakeholders. It is on this basis that through team collaboration that learning solutions shall be built.



One of the HCD interview sessions in Arua district

# UWEZO UGANDA ACTIVITIES

## PARTICIPATION AT THE INTERNATIONAL LEVEL

Uwezo Uganda co-hosted the e-launch of the International Common Assessment of Numeracy (ICAN) Report with the Eastern and Southern Africa (ESA) Regional Hub. The ESA hub is comprised of organisations from Botswana (Young Love), Kenya (Zizi Afrique Foundation and Usawa Agenda), Mozambique (TPC Mozambique), Tanzania (Uwezo Tanzania) and Uganda (Uwezo Uganda).

ICAN is an open-source, robust and easy-to-use tool developed by the People's Action for Learning (PAL) Network to assess foundational numeracy. The tool offers international comparability of results aligned to Sustainable Development Goal 4.1.1 (a) and is available in 11 languages. It was developed through collaborative efforts among PAL Network member organisations in 13 countries across Africa, the Americas and Asia. To access the report, please follow this link; [https://palnetwork.org/wp-content/uploads/2020/07/2020\\_PAL-Network\\_ICAN-Report\\_EN.pdf](https://palnetwork.org/wp-content/uploads/2020/07/2020_PAL-Network_ICAN-Report_EN.pdf)



## BASELINE ASSESSMENT IN PARTNERSHIP WITH HELLO WORLD

From 14th to 20th September, Uwezo Uganda in partnership with Hello World and HUYSLINCI Community Initiative conducted a baseline assessment of learning in two Hello World Hubs of Busawula and St. James. This was done in order to evaluate the learning outcomes in literacy and numeracy among children in these areas.



Volunteers undertaking the baseline assessment in St. James hub



Volunteers undertaking the baseline assessment in Busawula hub

## PARTNERSHIP WITH BUGANDA KINGDOM AND MUTEESA 1 ROYAL UNIVERSITY

Uwezo Uganda, in partnership with the Buganda Kingdom and Muteesa 1 royal University, have conducted a survey in four districts of Bukomansimbi, Mukono, Rukungiri and Kumi to find out how teaching and/or learning is progressing for school going children during the Covid-19 school lockdown. The survey seeks to establish the following:

1. The kind of resources and support that households with primary school-going children have been provided with to continue schoolwork during the stay-at-home Covid-19 pandemic.
2. How the parents/guardians are supporting their children with their schoolwork
3. Learners' and parents' experiences with home schooling during this stay-at-home Covid-19 pandemic.



One of the monitoring sessions of the survey

# IN-HOUSE LEARNING SESSIONS

## COMMUNICATIONS STRATEGY

The team has been participating in learning sessions supported by Well-Made Strategy to develop a Communications Strategy for Uwezo Uganda. A draft strategy has been developed as a result of these sessions.

## SOCIAL MEDIA MANAGEMENT

The team also participated in a learning session on social media use and engagement as efforts towards supporting the growth of Uwezo Uganda's online audience

## ASSESSMENT CAPACITY BUILDING WORKSHOP SERIES BY PEOPLE'S ACTION FOR LEARNING (PAL) NETWORK

To prepare teams for expanding the Common Learning Assessment initiative, the PAL Network organised capacity enhancement workshops for its members. These workshops were facilitated by ACER-GEM (Australian Council for Education Research- Centre for Global Education Monitoring). Three members of staff of Uwezo Uganda participated in the training.

*Uwezo Uganda is funded by; The UK's Department for International Development (DFID) under the Strengthening Education Systems for Improved Learning (SEIL) program, Anonymous Funder and Twaweza East Africa*

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